

MRS. SPIELMANN'S 2ND GRADE

Lesson Plans for Week of Oct. 28 – Nov. 1, 2013

	DOL,Flag, Attendance	Specials	Guided Reading
	<u>8:30-8:45</u>	<u>8:45-9:45</u>	<u>10:00-11:30</u>
M	Flag Pledge, Lunch Count,	8:45- 9:15 - PE	Guided Reading & Conferencing
O	Attendance, Daily Oral Lang.	9:20-9:50 - Art	Oral & Silent Rdg: At the Police Station; Ski Patrol
N	<u>Spelling: Review: long i, ai, ar, oo, ow</u>		Students will review information
D	Challenge words in dict. Sentence		on KWL; finish a story map;
A	<u>Phonics Charts-# 17-18 titled:</u>		Genre study & Guided Rdg. Group
Y	Bat Habits; Gentle Cow		Daily 5: Read to Self, Read to
	Flash Card Drill of Sight Words		Someone, Listen to Reading, Word
	Daily Oral Language		Works, Work on Writing
	Character Education Word:		CAFE components 2RL.3.1
	Citizenship		
	<u>8:30-8:45</u>	<u>8:45-9:45</u>	<u>10:00-11:30</u>
T	Flag Pledge, Lunch Count,	8:45-9:15 - Music	Guided Reading & Conferencing
U	Attendance, Daily Oral Lang.	9:15-9:50 - Library	Oral & Silent Rdg: Rescue (2RL.2.1)
E	<u>Spelling Review: long i, ai, ar, oo, ow</u>		Helicopter; The Firefighter
S	Challenge words in dict. Sentence		Story Plot, major and minor
D	<u>Phonics Chart - #17-18 Titled:</u>		characters; settings, sequence
A	Bat Habits; Gentle Cow		events, predict author's message
Y	Flash Card Drill of Sight Words		Daily 5: Read to Self, Read to
	Character Education word:		Someone, Listen to Reading, Word
	Citizenship		Works, Work on Writing; CAFE Comp.
	<u>8:30-8:45</u>	<u>8:45-9:45</u>	<u>10:00-11:30</u>
W	Flag Pledge, Lunch Count,	8:45-9:15 - PE	Guided Reading & Oral Rdg.
E	Attendance, Daily Oral Lang.	9:20-9:50 - Art	Treasure Map; Duck on a bike
D	<u>Spelling: Review: long i, ai, ar, oo, ow</u>		Events, predict author's message
N	Challenge words in dict. Sentence		the narrative & intended audience
E	<u>Phonics Chart - # 17-18 titled:</u>		Describe how setting is
S	Bat Habits; Gentle Cow		conveyed & similarities. Daily 5: Read
D	Flash Card Drill of Sight Words		to Self; Read to Someone, Listen
A	Character Education word:		to Reading, Word Works, Work on
Y	Citizenship		Writing; CAFE Components
	<u>8:30-8:45</u>	<u>8:40-9:45</u>	<u>10:00-11:30</u>
T	Flag Pledge, Lunch Count,	8:45-9:15 - Music	Oral & Silent Reading:
H	Attendance, Daily Oral Lang.	9:20-9:50- Library/Counseling	Cradles in the Trees
U	<u>Spelling: Review: long i, ai, ar, oo, ow</u>		Write about how to compare
R	Challenge words in dict. Sentence		this story to another story. Discuss
S	<u>Phonics Chart # 17-18 Titled:</u>		the author's message of the story.
D	Bat Habits; Gentle Cow		Daily 5: Read to Self, Read to
A	Flash Card Drill of Sight Words		Someone, Listen to Reading, Word
Y	Character Education word:		Works, Work on Writing
	Citizenship		CAFE components
	<u>8:30-8:45</u>	<u>8:40-9:45</u>	<u>10:00-11:30</u>
	Flag Pledge, Lunch Count,	8:45-9:15 -PE	Oral & Silent Reading of:
F	Attendance, Daily Oral Lang.	9:20-9:20 - Art	At the Fire Station
R	<u>Spelling:Review long i, ai, ar, oo, ow</u>		Discuss author's message. Word
I	Challenge words in dict. Sentence		wall activities; speaking in

D	Phonics Chart #17-18 Titled:		complete, coherent sentences.
A	Bat Habits; Gentle Cow		Daily 5: Read to Self, Read to
Y	Flash Card Drill of Sight Words		Someone, Listen to Reading, Word
	Character Education word:		Works, Work on Writing
	Citizenship		CAFE components

	<u>CURRICULUM OBJECTIVES:</u>	
<u>Math Objective:</u> Students will learn how	various types of geoblocks.	
<u>Shared Reading Objective:</u>	: Use appropriate listening skills, as well as identify complex and irregularly	
<u>Spelling Objectives -</u>	Review: long i, ai, ar, oo, ow	
<u>Oral Language Objective:</u> Practice Speaking and listening skills.		
<u>Science Objective:</u> Students will understand	how the earth changes and clues in rocks	
<u>SuccessMaker Objective:</u> Use targeted practice and interventions on the computer in reading and math for each stu		
<u>Guided Reading Objective:</u> Find author's message in a story; describe how setting is conveyed; review KWL chart		
<u>Explicit Oral Language Objective:</u> Oral	reading and discussion using poetry books and News Books	
<u>Weekly Reader Objective:</u> students	animals that are nocturnal	
<u>Social Studies -</u> Students will learn about	about how to read a map and find locations on a map.	
	<u>STATE STANDARDS:</u>	
<u>Reading Standards: Indicator 1-</u>	Students can recognize & analyze words; Indicator 2: Students can comprehend	
<u>Writing Standards: Indicator 1:</u>	Students can apply the writing process to compose text.	
<u>Listening and Viewing Standards: Indicator 1:</u>	Students are able to use various listening & viewing strategies in social	
<u>Math Standards: Indicator 1:</u>	Use procedures to transform algebraic expressions.	
<u>Science Standards: Indicator 1:</u>	Understand the nature and origin of scientific knowledge.	
<u>Social Studies Standards: Indicator 1:</u>	Analyze U.S. historical eras to determine connections & cause/effect relationships	
<u>Technology Standards: Indicator 1:</u>	Students recognize & demonstrate skills in operating technological systems.	
	<u>COMMON CORE STANDARDS:</u>	
<u>Language Arts:</u>	Ask who, what, where, when, why, and how questions for understanding; discuss	
<u>Mathematics:</u>	Extend understanding of base ten system; understand models of addition and	
<u>Reading</u>	Ask who, what, where, when, why, and how questions for understanding; discuss	
<u>Writing:</u>	Write Opinion pieces in which they introduce the topic or book they are writing	
<u>Speaking and Listening:</u>	Participate in collaborative conversations with diverse partners and 2nd grade	
<u>Language Arts:</u>	Participate in collaborative conversations with diverse partners	
<u>Math</u>	Make sense of problems and work on tables and graphs and daily reasoning	
<u>Technology Standards:</u>	Select from several teacher-directed internet sites to locate information.	
<u>Social Studies Standards:</u>	Analyze U.S. Historical eras to determine connections and cause and effect relationships	
<u>Science Standards</u>	Make a timeline to indicate the life cycle of an insect. Use scientific thinking to	

Poetry/Ch.Ed. 11:30-11:35 Explicit Oral Language on various current topics . Read Aloud Poems with Skill Building Lessons.	<u>Recess</u> 11:35-11:50	<u>Lunch</u> 12:05-12:35	SSR Time/ Silent Reading <u>12:35-12:55</u>	SuccessMaker <u>12:55-1:15</u> Self-paced interactive courseware in content areas of reading and math in the computer lab. at each students' individual level.
<u>Poetry/Ch.Ed.</u> 11:30-11:35 Character Education activities on Citizenship and being respect. Read Aloud Poems	<u>Recess</u> 11:35-11:50	<u>Lunch</u> 12:05-12:35	SSR Time/ Silent Reading 12:35-12:55	SuccessMaker 12:55-1:15 Self-paced interactive courseware in content areas of reading and math in the computer lab at each students' individual level.
<u>Poetry/Ch.Ed.</u> 11:30-11:35 Explicit Oral Language on various current topics. Read Aloud Poems With Skill Bldg. Lessons	<u>Recess</u> 11:35-11:50	<u>Lunch</u> 12:05-12:35	SSR Time/ Silent Reading 12:35-12:55	SuccessMaker 12:55-1:15 Self-paced interactive courseware in content areas of reading and math in the computer lab. at each students' individual level.
<u>Character Ed.</u> 11:30-11:35 Students will be learning about ways to be respectful Read Aloud Poems with Skill Bldg.	<u>Recess</u> 11:35-11:50	<u>Lunch</u> 12:05-12:35	SSR Time/ Silent Reading 12:35-12:55	SuccessMaker 12:55-1:15 Self-paced interactive courseware in content areas of reading and math in the computer lab. at each students' individual level.
<u>Character Ed.</u> 11:00-11:15 Explicit Oral Language on various	<u>Recess</u> 11:35-11:50	<u>Lunch</u> 12:05-12:35	SSR Time/ Silent Reading 12:35-12:55	SuccessMaker & Computer Projects 12:55-1:15 Self-paced interactive courseware in

current				content areas of reading
Character Ed.				and math in the computer
Read Aloud				lab. at each students' individual
Poems with				level.
Skill Building				
spelled words.				
idents level.				
&; characters & plot				
and familiar texts.				
cial, academic, and occupationsl situations.				
ships in reference to chronology.				
tinguish long and short vowels	(2RI.2.1, 2LR.2.2)			
	(2.0A,2) (2.0.A.3)			
tinguish long and short vowels	(2SL.2.4) 2SL.2.5)			
ng about	(2.W.2.8)			
le topics				
on language arts topics				
relationships				
skills of observing.				

<u>Math</u> 1:15-2:00 Pg.64-67 Students will be learning about the attributes of geometric shapes. 5students will sort shapes into three groups, and sides Problem of the Day. Mad Minute Tests; CGI Problems Flash card drill of add. Facts Students will use algebra concepts to solve equations.	<u>Recess</u> 2:00-2:15	<u>Creative Writiing</u> 2:15-2:30 Students will be composing stories to enhance the importance of learning various writing that are aligned to Common Core Standards	<u>RTI</u> 2:30-3:00 (Response to Intervention) Students will learning about encyclopedia research.
<u>Math</u> 1:15-2:00 Pg. 68-70 Student will be working with sorting quadrilateral and working with angles of various shapes Problem of the Day. Mad Minute Tests. Flash card drill of addition facts. CGI Solve everyday problems in math.	<u>Recess</u> 2:00-2:15	<u>Creative Writiing</u> 2:15-2:30 Students will be composing various stories that are aligned to Common Core Standards.	<u>RTI</u> 2:30-3:00 (Response to Intervention) Students will work on Word Works.
<u>Math</u> 1:15-2:00 Pg.71-73 Students will be learning about creating a quadrilateral chart and problem solving. Problem of the Day. Mad Minute Tests. Flash card drill of addi. Facts. Students will understand place value. CGI problems	<u>Recess</u> 2:00-2:15	<u>Creative Writiing</u> 2:15-2:30 Students will be composing <u>various stories</u> that are aligned to Common Core Standards.	<u>RTI</u> 2:30-3:00 (Response to Intervention) Students will be work on Story Sparkers.
<u>Math</u> 1:15-2:00 Pg. 74-77. Students will be working with ordering rectangles and comparing them - Enrichment. Promethean Problem of the Day. Mad Minute Tests. CGI Problems Flash card drill of add. facts. Using problem solving skills	<u>Recess</u> 2:00-2:15	<u>Creative Writiing</u> 2:15-2:30 Students will be composing various stories that are aligned to Common Core Standards.	<u>RTI</u> 2:30-3:00 (Response to Intervention) Students will be work on Comprehension and Fluency; iPad - take
<u>Math</u> 1:15-2:00 Pg 78-80. Students will be learning about rectangles that have the biggest area.	<u>Recess</u> 2:00-2:15	<u>Creative Writiing</u> 2:15-2:30 Students will be composing various stories	<u>RTI</u> 2:30-3:00 (Response to Intervention) Students will be

[illegible]

Science/S.Studies

Weekly Reader/JA

3:00-3:25

Science-pg. C31-C36

Students will be

learning about how

to become a

Paleontologist.

Weekly Reader-

We will be learning about

bear cubs.

[Dismiss - 3:30](#)

Social Studies - Pg 66-69

3:00-3:25

Students will learn

about the functions

of a government.

Students will create

a word web about

government ideas.

[Dismiss - 3:30](#)

Weekly Reader- 3:00-3:25

Students will learn about

what animals are

awake after dark.

Use Promethean Board

for learning about

animal habitats and

interactive flip charts.

[Dismiss - 3:30](#)

Weekly Reader - 3:00-3:25

Students will make

posters in small groups

depicting all kinds

of life cycles.

We will find various

life cycles on the

Promethean Board

[Dismiss - 3:30](#)

Weekly Reader-3:00-3:25

Students will be learning

about the life cycle of

plants and various

animals. Students will work

in groups to work together. The students will then share their findings to the class.

Dismiss - 3:30